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ABSTRACT

This booklet summarizes a longer report on implementing the Mississippi Education Reform Act of 1982, a comprehensive strategy for the improvement of public education in the State. The document explains significant laws and programs established to address problems in four areas: (1) student achievement; (2) preparation and professional growth of school teachers, administrators, and other professionals; (3) local school management; and (4) school governance, leadership, and finance. It describes such newly established policies and programs as a statewide kindergarten requirement, the Mississippi Compulsory Attendance Law, a reform of the process and standards for teacher certification, and a performance-based school accreditation system. It also discusses two reforms at the level of State government: the making of the State School Board into an appointed body, and clarification of the State's educational policy (which is here outlined). The booklet concludes with a brief discussion on financing the Reform Act, a call for concerted, informed leadership, and graphic representations of some of the material presented earlier. (KH)

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An Opportunity For Excellence

THE EDUCATION REFORM ACT OF 1982

SUMMARY

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. . .Mississippi can ill afford to delay action in improving its public education system. Clearly this is one of the major steps it must take to compete effectively with other States in the region for economic growth. . . .In the last analysis, improvement in public education will depend on what local school boards, teachers, and administrators are able and willing to do to ensure quality education is available to children. The State can only guide that process by setting standards, providing the required leadership and motivation, and raising the needed financial resources. . . .True progress for Mississippi must come not only from today's action, but from sustained leadership for education throughout this decade.

State Research Associates,
A Report to the Governor on Education
October 1982

This booklet is a summary of a longer and more detailed report entitled **An Opportunity for Excellence: The Mississippi Education Reform Act of 1982.** That longer report was developed as a guide to the implementation of the Education Reform Act. Copies of the summary and the longer, detailed report are available from the Division of Instruction, Mississippi State Department of Education, P. O. Box 771, Jackson, Mississippi 39205.

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Preface: Leadership For Excellence

The Mississippi Education Reform Act of 1982 presents a remarkable opportunity to improve public education in Mississippi and therefore to benefit the people of our state. To make the most of that opportunity requires that the Act be properly implemented. Implementation in turn requires statewide leadership and consensus for action. Such leadership and consensus will result from an understanding of the Act.

To promote that understanding, the Phil Hardin Foundation of Meridian convened in May of 1983 a Task Force of Mississippi educators. The foundation asked the Task Force and its consultants to analyze the Act and to develop a guide to its implementation. That guide was to report in clear, concise language the requirements of the act as well as to show how those requirements logically fit together to form a comprehensive strategy for educational improvement in Mississippi.

The Task Force also was asked to identify the persons and groups that had major responsibilities for implementation of the Act, to describe those responsibilities, and to present a calendar of the steps these persons or groups should take to implement each part of the Act.

The result of our work is presented in a report entitled **An Opportunity for Excellence: The Mississippi Education Reform Act of 1982.** This booklet is a summary of that report. We hope members of the public as well as members of the educational community will find the detailed report and this summary useful as we all work to carry out a program of educational reform that will benefit generations of Mississippians.

We urge all Mississippians to join us in working for implementation of the Education Reform Act of 1982.

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Mr. Andy Mullins
Governor's Office

1. Governor William Winter: In Pursuit of Excellence In Public Education

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The pursuit of excellence in public education has been for me a longstanding endeavor, and upon my election as Governor it became the paramount goal of my administration. It was obvious that Mississippi could never properly address and solve its other problems in such areas as economic development, health care, and other human needs until it had established a fully competitive public school system.

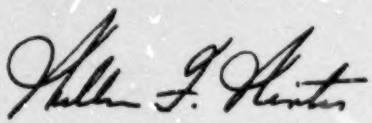
It was to this end that in 1980 by legislative authorization a special task force was set up to make specific recommendations for improvement in public education. The task force, under the chairmanship of Jack Reed of Tupelo, produced findings that formed the basis for the education program I subsequently recommended to the Legislature in a special session called in December 1982.

With emphasis on early childhood education, this program also focused on the need for action in teacher selection and certification, curriculum strengthening, effective attendance procedures, administrative management training, and salary enhancement. In fact, every area of the educational process was considered and recommendations for improvement made.

Prior to the 1982 special session an amendment to the Mississippi Constitution was approved by the Mississippi Legislature. This amendment, which was later ratified in a popular referendum, created a lay state board of education with the authority to appoint the state superintendent of education. This governmental structure was intended to provide the means for strong state leadership in public education.

The work of the special task force, the constitutional amendment, and the 1982 special session set in place the most sweeping reform of our school system in the history of our state.

The commitment of the people of Mississippi to this program has been underlined by the investment of a very substantial additional amount of their taxes. It is our responsibility to ensure that we get our money's worth. That can be done only as there is firmly established a permanent commitment that our schools will provide our children with an education equal to the needs and challenges of the world in which they will live and work. This program is designed to accomplish that result. It remains for all of us to continue to support it.



William P. Winter, Governor

2. Understanding The Mississippi Education Reform Act

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The Education Reform Act of 1982 is a comprehensive strategy for the improvement of public education in Mississippi. The Act can be organized logically into four sections. These are the following:

A. Student Achievement

B. Preparation and Professional Growth of School Teachers, Administrators, and other Professionals

C. Local School Management

D. School Governance, Leadership, and Finance

The Task Force has attempted to show how the parts of each section fit together and work together to bring about educational improvement.

2.1 Student Achievement

The Education Reform Act specifies that the educational policy of the State of Mississippi includes the following:

- ★ Public schools must produce a functionally literate population.
- ★ Public schools must establish, raise, and maintain educational standards.
- ★ Public schools must ensure that all students master the essential parts of a basic education.
- ★ Public schools must emphasize early mastery of the skills necessary for success in school.

Early childhood education is an important part of efforts to implement these policy statements con-

cerning student achievement. Such programs provide the foundation for later success in school by ensuring that children acquire the fundamental skills essential to learning in all academic areas.

The Educational Reform Act therefore establishes a statewide kindergarten program.

★ **Kindergartens:** All Mississippi public school districts are required to adopt a nine-month, full-school day kindergarten program that operates during the school year. Each local district **may** implement such a program during the 1985-86 school year and may apply for available state funds to do so. During the 1986-87 school year and thereafter each local school district **must** implement a kindergarten program. In the 1985-86 school year, up to five million dollars will be available from the State to support kindergartens and up to forty million dollars in each succeeding year. The authorizing legislation for kindergartens, however, will be automatically repealed on July 1, 1990.

In addition to kindergartens, the Act creates in the early elementary grades a program to improve the mastery of basic skills.

★ **A Basic Skills Assistant Instructor Program:** The more school time that students spend engaged in the study and practice of basic skills, the better and faster students learn. Adding an assistant teacher to a classroom means there are then two adults in the classroom to work with students. Working under the direction of the certified teacher, the assistant is able to work with small groups or individual students. The certified teacher meanwhile works with other groups or individual

students. This arrangement significantly increases the amount of school time students are engaged in the study and practice of basic skills.

Beginning with the 1983-84 school year, there will be one assistant instructor in each public school first grade classroom in the State of Mississippi. Assistant instructors will be assigned to each first and second grade classroom in the 1984-85 school year and to each first, second, and third grade classroom in the 1985-86 school year.

Early childhood education programs and other school efforts to increase student achievement will only produce results if children attend school on a regular basis.

★ **The Mississippi Compulsory Attendance Law:** Beginning with the 1983-84 school year, every child in Mississippi who is six years old but not yet eight years old on or before September 1, 1983, shall attend school. Each school year after 1983-84 through 1989-90, one year of age will be added to the age of pupils required to attend school. During the 1989-90 school year and thereafter all children who are six years old but not yet fourteen years old by September 1 must attend school.

The youth or family court in Mississippi counties has the responsibility for enforcing compulsory school attendance. To assist the judge with enforcement, the Education Reform Act creates the position of school attendance officer. Each youth or family court will be assigned at least one school attendance officer. This officer will be paid by the State and work under the supervision of the youth or family court judge.

In addition to the above, the Education Reform Act requires the State Department of Education to provide technical assistance to school districts to develop programs designed to keep children in school voluntarily and to prevent dropouts.

The Education Reform Act also includes a number of other initiatives intended to improve student achievement.

- ★ **A Statewide Testing Program:** The State Department of Education is directed to implement a statewide testing program in grades 3, 5, 8, and 11. Presently, statewide testing is required in grades 4, 6, and 8. Information from this program can serve as a basis for local and state efforts to remedy instructional weaknesses and thus to improve student achievement.
- ★ **Revised High School Graduation Requirements:** High school graduation requirements are to be revised to ensure that students have mastered minimum performance standards and can successfully apply basic skills to life situations. Again, the results of tests to measure student achievement in these areas can show which parts of a school district's instructional program need strengthening. Each local school district is required to have the revised graduation requirements in effect for the 1984-85 school year and thereafter.
- ★ **A Study of Subject Matter Mastery:** The State Department of Education will conduct a study prior to July 1, 1984, of the extent to which children in Mississippi public schools master one level of course work before being advanced to another. The State Board of Education will report to the 1985 Mississippi Legislature the results of this study as well as providing recommendations for any necessary corrective action.

2.2. Preparation and Professional Growth of School Teachers, Administrators and other Professionals

To improve student achievement requires competent teachers and administrators who are instructional leaders. The Education Reform Act therefore seeks to strengthen the preparation of teachers and administrators and to encourage their professional growth.

As one way to accomplish this goal, the Act establishes the means and the opportunity for a comprehensive reform of the process and standards by which teachers and administrators are prepared, certified, and recertified in Mississippi.

- ★ **The Commission on Teacher and Administrator, Education, Certification, and Development:** To be appointed by July 1, 1983, this fifteen member commission is to review all existing requirements for teacher and administrator certification. The Commission will develop a new process and criteria for issuing certification to those persons who for the first time will hold a teaching or administrative position in Mississippi public schools. Standards in all fields for renewal of certificates may be revised. The Commission will also set standards and criteria for all teacher education programs in Mississippi public universities and annually approve or disapprove each of those programs. By August 1, 1984, the Commission will develop a plan for a program to encourage and financially reward teachers, administrators, and other certified personnel for professional development.
- ★ **Provisional Teacher and Administrator Certification:** All persons who are serving as teachers or administrators in the Mississippi public schools for the first time will be issued

a one-year provisional certificate. In order to move from provisional status and receive a regular certificate, these teachers and administrators must show by performance on examinations that they have mastered basic skills and knowledge relevant to and required by their jobs. In addition, these teachers and administrators must demonstrate by on-the-job performance during the provisional period an acceptable level of job proficiency.

Because teacher and administrator turnover rates in public schools currently are low, there is limited opportunity to improve local schools and school districts by the recruitment of new personnel. Consequently, the improvement of public education also requires significant attention to the continuing education of teachers and administrators.

In-service programs have as their primary aim the improvement of educational processes and administrative workings of the schools and school districts. For the purposes of the Education Reform Act, "in-service training" refers to a program of training or education designed by a school district for groups of teachers, administrators, and other staff.

★ **Required In-Service Training:** Each school district must have a state-approved comprehensive in-service staff development program in effect for the 1984-85 school year and annually thereafter. That plan must address needs for improvement determined by an evaluation of the on-the-job performance of the district's personnel. After July 1, 1984, certified teachers must successfully complete their district's state-approved in-service plan as a condition for renewal of teacher certificates. By the 1986-87

school year each school district must also develop an in-service training program for teachers who have provisional certificates.

"Professional Development" refers to a training or education selected by an individual for the development of that individual's career.

★ **A Program for Professional Development:** The Commission on Teacher and Administrator Education, Certification, and Development will develop by August 1, 1984, a plan to encourage and financially reward professional development by school personnel. On the basis of this plan the State Board of Education may adopt rules and criteria for such a professional development program.

The Education Reform Act additionally seeks to improve teacher preparation and alleviate a critical shortage of teachers by the establishment of a special scholarship program.

★ The Science and Math Teacher Scholarship Program: This program is intended to encourage current and prospective teachers to become certified and trained to teach in grades seven to twelve in mathematics, biology, chemistry, earth science, physics, mathematics/physical science, or geology. The scholarship will be made in the form of loans that can be converted into interest free scholarships that do not require repayment if the persons receiving the loans teach for a specified period of time in Mississippi.

The Education Reform Act further encourages the improvement of educator performance by requiring the State Department of Education to provide to local

school districts technical assistance and training in the development, implementation, and administration of a personnel appraisal and compensation system for all employees.

2.3 Local School Management

The Education Reform Act seeks to improve student achievement by improving the quality of instruction students experience in school. One approach to improving instructional quality is to improve the preparation and continuing education of teachers. The previous section of this chapter identifies provisions of the Education Reform Act intended to bring about teacher improvement.

Another approach to improving instructional quality is to improve the instructional management of local school districts. In recent years research has identified characteristics of effective schools and effective classrooms. This research identifies those actions of teachers and administrators that contribute more effectively to learning than other actions. In short, the research has identified the teacher and administrator performance that causes students to learn more effectively.

In Mississippi the authority to establish school accreditation standards, to determine accreditation procedures, and to ensure compliance with the standards rests with the State Board of Education. The State Board performs these duties through a Commission on School Accreditation. In the past, the school accreditation standards set by the Commission have been the traditional type that measured "inputs" into the educational process: The preparation of teachers and administrators, the number of books in the library, etc.

These standards, however, ignored recent research on school effectiveness and did not assess the perfor-

mance of schools as instructional institutions. The Education Reform Act therefore requires that a new set of standards be established for granting school accreditation. These standards shall be based on the teacher and administrator performance, as identified by research, that causes students to learn more effectively. This **performance-based** school accreditation system will then measure the extent to which the performance of local school personnel includes the actions that produce improved student achievement.

★ **The Performance-Based School Accreditation System:** A seventeen member Performance-Based School Assessment Task Force will be appointed by July 1, 1983 to undertake a study and on that basis propose a plan for a performance-based school accreditation system. The Task Force must file its report by April 30, 1984. The State Board of Education must establish and fully implement such a system no later than July 1, 1986.

Changes were also made in the procedure for conducting on-site school accreditation reviews in order to ensure a consistently high level of rigor, impartiality, and objectivity.

★ **Selection, Training, and Assignment of School Accreditation Review Teams:** After December 1, 1984, the Commission on School Accreditation will select, approve, train, and assign all persons who conduct on-site school accreditation reviews.

The Education Reform Act also changes the method of monitoring school accreditation.

★ **School Accreditation Audit Unit:** Not later than July 1, 1984, the State Board of Education

will create a school accreditation audit unit. This unit to be staffed by full-time employees of the State Department of Education, will conduct on-site audits on a random basis of schools' accreditation status.

The intent of these changes in the school accreditation standards and procedure is to give school accreditation greater meaning, credibility, prestige, and respect.

The Education Reform Act seeks to improve local school management by three other means as well:

- ★ **A Study of Teaching Out of Field:** By July 1, 1984, the State Department of Education will complete a study of the extent to which teachers in Mississippi are teaching out of their field of certification. This study will permit the State Board of Education to determine how widespread this ineffective school management practice is and to recommend any needed corrective action.
- ★ **State Department of Education Assistance:** To ensure the effective local implementation of the state program of educational accountability and assessment, the State Department of Education, from and after July 1, 1983, will provide local school districts money, training, and other assistance necessary to implement and maintain the state program.
- ★ **School Executive Management Institute:** On July 1, 1984, the State Board of Education will establish the School Executive Management Institute. The Institute will conduct studies of school management needs in Mississippi. On the basis of these studies, the Institute will develop and conduct training programs design-

ed to improve the performance of school administrators. The programs of the Institute plus the required in-service programs for administrators described in the previous section are intended, among other purposes, to train administrators to be instructional leaders and to implement performance-based school accreditation.

2.4 School Governance, Leadership, and Finance

In the last analysis, improvement in public education will depend on what local school boards, teachers, and administrators are able and willing to do to ensure that quality education is available to all children. The State, however, can guide that process by setting standards, providing the required leadership, motivation, and technical assistance, and raising the needed financial resources.

By a constitutional amendment approved in November, 1982 a nine-member, appointed State Board of Education was established. Previously, the State Board of Education consisted of the Mississippi Secretary of State, the State Attorney General, and the State Superintendent of Education, all of whom were elected officials. The constitutional amendment removed these state officials from the Board and made the State Superintendency into an appointed instead of elected position. The appointment is to be made by the State Board of Education and confirmed by the Mississippi Senate.

After the passage of the constitutional amendment the Mississippi Legislature met in special session and enacted the Mississippi Educational Reform Act of 1982. The Act explicitly and clearly stated the educational policy of the State of Mississippi

★ **Mississippi's Educational Policy:**
a) Students, parents, general citizenry, local

schoolteachers and administrators, local governments, local school boards, and state government have a joint and shared responsibility for the quality of education delivered through the public education system in the State of Mississippi.

b) A functionally literate school population should be produced.

c) All students should master the most essential parts of a basic education.

d) Educational standards should be established, raised, and maintained.

e) The quality of education should be improved by strengthening it and elevating its goals.

f) Quality education should be provided for all school-age children in the state.

g) Excellence and high achievement of all students should be the ultimate goal.

h) The common efforts of students, parents, teachers, administrators and business and professional leaders for the establishment of specific goals for performance should be encouraged.

i) Instructional and administrative quality should be improved and efforts made to relate the education community to other policy-makers; to achieve increased competency among students, teachers and administrators; to provide for continuing professional development for teachers, counselors and administrators; to assure that the budget process, the planning function and the allocation of personnel of the State Department of Education are commensurate with its educational goals.

j) The return on public education, which is the single largest investment for the state, should be the effectiveness of the delivery system and the product it is designed to produce.

k) The investment in public education can be justified on the basis of the economic benefits that will accrue both to the individual and to society, recognizing that the return on such investment is long term and dramatic progress is not immediate.

l) Emphasis must be placed upon early mastery of the skills necessary to success in school and that quality, performance-based early childhood education programs are an essential element of a comprehensive education system.

m) Local school districts and their public schools should be required to account for the product of their efforts.

n) The children of this state should receive a period of instruction sufficient to train each in the basic educational skills adequate for the student to take his or her place in society and make a contribution as a citizen of this state, and that all children should be encouraged to continue their education until they have completed high school.

o) An accreditation system based upon measurable elements in school known to be related to instructional effectiveness should be established as should a credible process for measuring and rating schools, a method for monitoring continued performance, and

a state response when performance is inadequate.

p) The teachers of this state, to the extent possible, should receive salaries that are at least equal to the average of the salaries received by teachers in the southeastern United States.

After providing for the appointment of the new State Board of Education, the Act also redefined the duties and responsibilities of the State Board and the State Superintendent of Education. Further, the Act mandated the reorganization of the State Department of Education. In making these changes, the Act intends that the State Board, the State Superintendent, and the State Department should give especial emphasis to educational accountability, to long-range planning based on needs of local school districts and state educational priorities, and to technical assistance to local school districts.

★ **The Appointed State Board of Education:** After July 1, 1984, the State Board of Education shall consist of nine members, five of whom are to be appointed by the Governor, two by the Lieutenant Governor, and two by the Speaker of the House. These appointments will be made no later than March 1, 1984. The appointed State Board is directed to implement the State's educational policy set forth in the Education Reform Act. The board is specifically required to develop and maintain a five-year plan and program for improvement for the Mississippi public school system. The Board is also directed to develop and implement an effective state system of educational accountability. Further, the State board, using the personnel of the State Depart-

ment of Education, must improve technical assistance given local school districts in regard to instruction and management.

- ★ **The Appointed State superintendent of Education:** The State Superintendent will be appointed by the State Board of Education with the advice and consent of the Mississippi Senate. The State Superintendent must have at least a master's degree in any field and a minimum of five years experience in educational administration. The State superintendent will perform the duties assigned him by the State Board, including those duties specified in the Education Reform Act.
- ★ **The State Department of Education:** The State Department of Education will perform those duties assigned it by the State Board of Education, the State Superintendent of Education, and applicable laws. After July 1, 1984, the State Department will be reorganized into functional divisions established by the State Board of Education. In particular, this reorganization must ensure that the necessary organizational structure, policy, and procedures are established and maintained for the implementation of the state system of educational accountability.

In sum, the above provisions of the Educational Reform Act were designed to give clear direction to public education in Mississippi and to provide the effective organizational means at the state level needed to bring about educational improvement.

In regard to local school governance, the Act required the following action in regard to school reorganization.

★ **A Survey and Plan for School Reorganization:** The State Education Finance Commission will conduct a survey of the educational needs of each county in the state from the standpoint of the efficiency of operating schools and school districts. After completion of the survey, the Commission will develop a plan relating to school district and school consolidation and reorganization. The Commission will submit this plan to the State Board of Education by July 1, 1985. From and after July 1, 1986, the State Board of Education, acting through the Commission on School Accreditation, shall require designated school districts to comply with the plan as a criterion for meeting accreditation standards.

In regard to school finance, state minimum teacher salaries were increased and a new teaching certificate established.

★ **1983-84 Salary Schedule**

Certificate	Professional Training	Salary
A	Bachelor's Degree	$11,475.00
AA	Master's Degree	12,275.00
AAA	Specialist's Degree	13,075.00
AAA (New)	Doctor's Degree	13,875.00

These minimum salaries for 1983-84 were increased 10.4 percent over the minimum salaries of 1982-83. Longevity increments were also increased.

The Education Reform Act also made adjustments in the foundation program under which state funds are distributed to school districts.

Finally, a number of sections of the Mississippi Code of 1972 relating to education were repealed.

3. Financing The Education Reform Act

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The implementation of major provisions of the Education Reform Act will be financed by new taxes projected to yield the following amounts:

	Fiscal 1984	Fiscal 1985
State Sales Tax and Use Tax:	$59,000,000	$62,500,000
Corporate Income Tax:	29,000,000	29,500,000
Individual Income Tax:	19,000,000	20,000,000
TOTAL:	$107,000,000	$112,000,000

The amounts listed above are estimates provided by the State Tax Commission.

Local school districts will provide funds for construction or renovation needed to provide kindergarten classrooms. Some funds may be available from the Education Finance Commission for this purpose.

Local schools would also provide the funds needed for any other kindergarten costs not paid for from state funds.

4. The Final Challenge

The Mississippi Education Reform Act of 1982 is perhaps the most comprehensive reform in public education ever undertaken at one time by any state. The Act literally provides an opportunity for a new beginning.

It is a **commitment** not only for change but for performance, achievement, and accountability. It is a **commitment** of major proportions to educational progress in Mississippi.

To make the most of this opportunity for progress requires sustained commitment from our elected officials, the State Department of Education, and local educational and community leadership. Sufficient funds should be made available to properly implement the Act.

Money alone, however, is not sufficient. Implementation will require concerted, informed leadership and a great deal of commitment and hard work from elected officials, educators, and lay people all over our state. We have been given the opportunity to significantly improve the lives of Mississippians in this and future generations.

Do we have the vision, competence, and dedication necessary to implement the Mississippi Education Reform Act of 1982?

Appendix: The Phil Hardin Foundation and the Task Force for Educational Excellence in Mississippi

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In 1964 Mr. Phil B. Hardin of Meridian, Mississippi, established an educational foundation. At the Foundation's organizational meeting, Mr. Hardin made the following statement:

> My material wealth has been principally acquired by the operation of my bakery business in the State of Mississippi and from the good people of that state. For a long time I have been considering how my estate could best be used after my death. I have finally conceived the idea of creating a charitable foundation through which the bulk of my estate can be used for furthering . . . the education of Mississippians.

Upon his death in 1972, Mr. Hardin willed a portfolio of stocks and bonds, as well as the Bakeries, to the Phil Hardin Foundation. The directors of the Foundation use income from these sources to make grants intended to improve the education of Mississippians. Since the transfer of Mr. Hardin's estate to the Foundation in 1976, the Phil Hardin Foundation has distributed over 2.6 million dollars for this purpose.

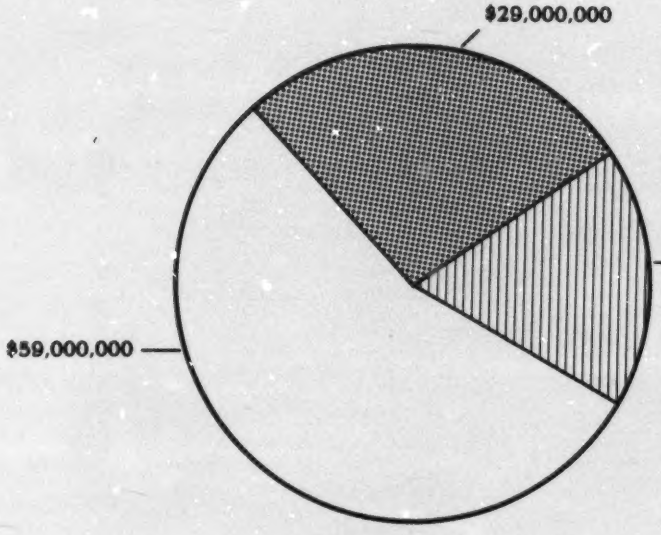
The Foundation convened the Task Force for Educational Excellence in Mississippi and provided the

funds and staff necessary for the Task Force's work. The Task Force was asked to develop a guide to the implementation of the Education Reform Act. That guide was to present in clear, concise language the requirements of the Act as well as to show how those requirements logically fit together to form a comprehensive strategy for educational improvement in Mississippi.

The Task Force first met May 4, 1983, in Jackson and subsequently undertook a detailed analysis of the Act during May and June of that year. A draft of the Task Force's report was reviewed by the members and special consultants at a meeting in Jackson July 19 and 20. After identifying needed revisions, the Task Force members and special consultants strongly endorsed the report and urged its wide distribution.

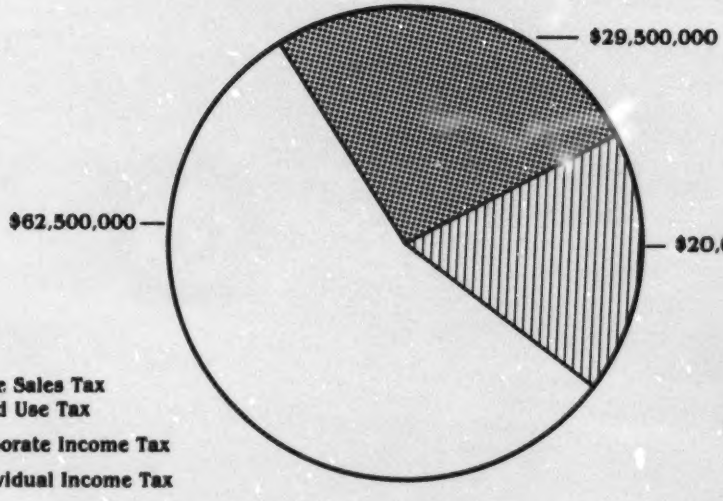
The directors of the Phil Hardin Foundation gratefully acknowledge the cooperation and support of Governor William F. Winter, State Superintendent of Education Charles E. Holladay, the Task Force members, and the special consultants to the Task Force.

Especial thanks is extended to Mrs. Laura Crumpler of the Phil Hardin Foundation and to Ms. Linda Eldridge and Ms. Ruby Lowe of the Mississippi State Department of Education for their patience and assistance in preparing this manuscript for publication.



TOTAL
Fiscal 1984
$107,000,000

Fiscal 1984

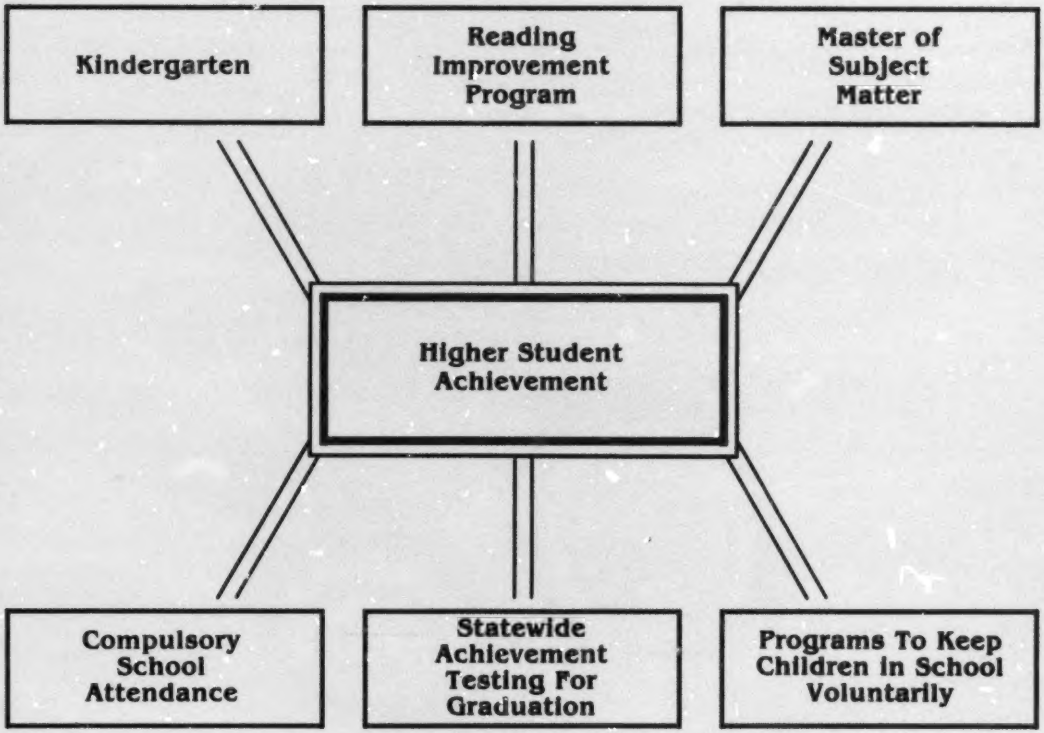


TOTAL
Fiscal 1985
$112,000,000

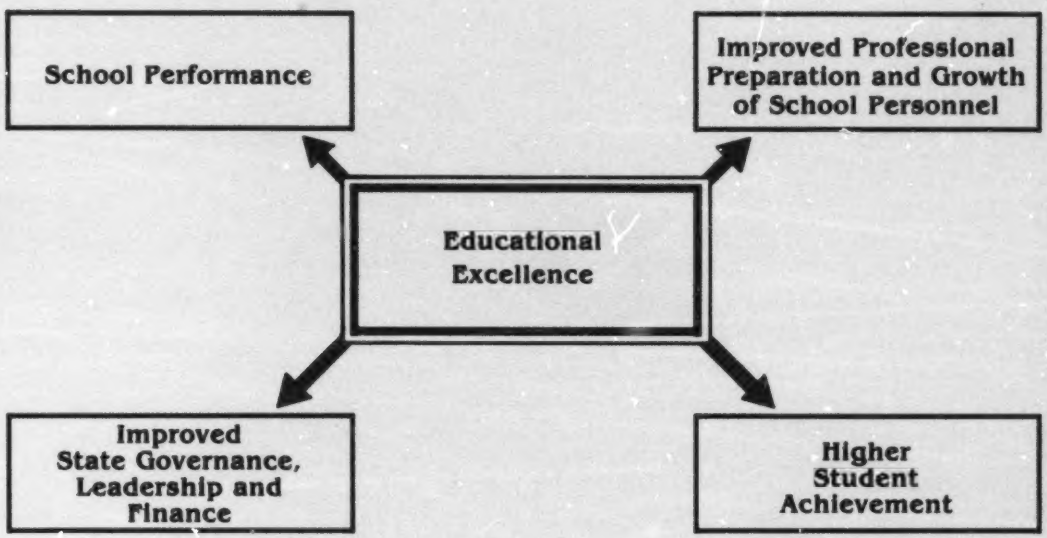
State Sales Tax and Use Tax
Corporate Income Tax
Individual Income Tax

Fiscal 1985

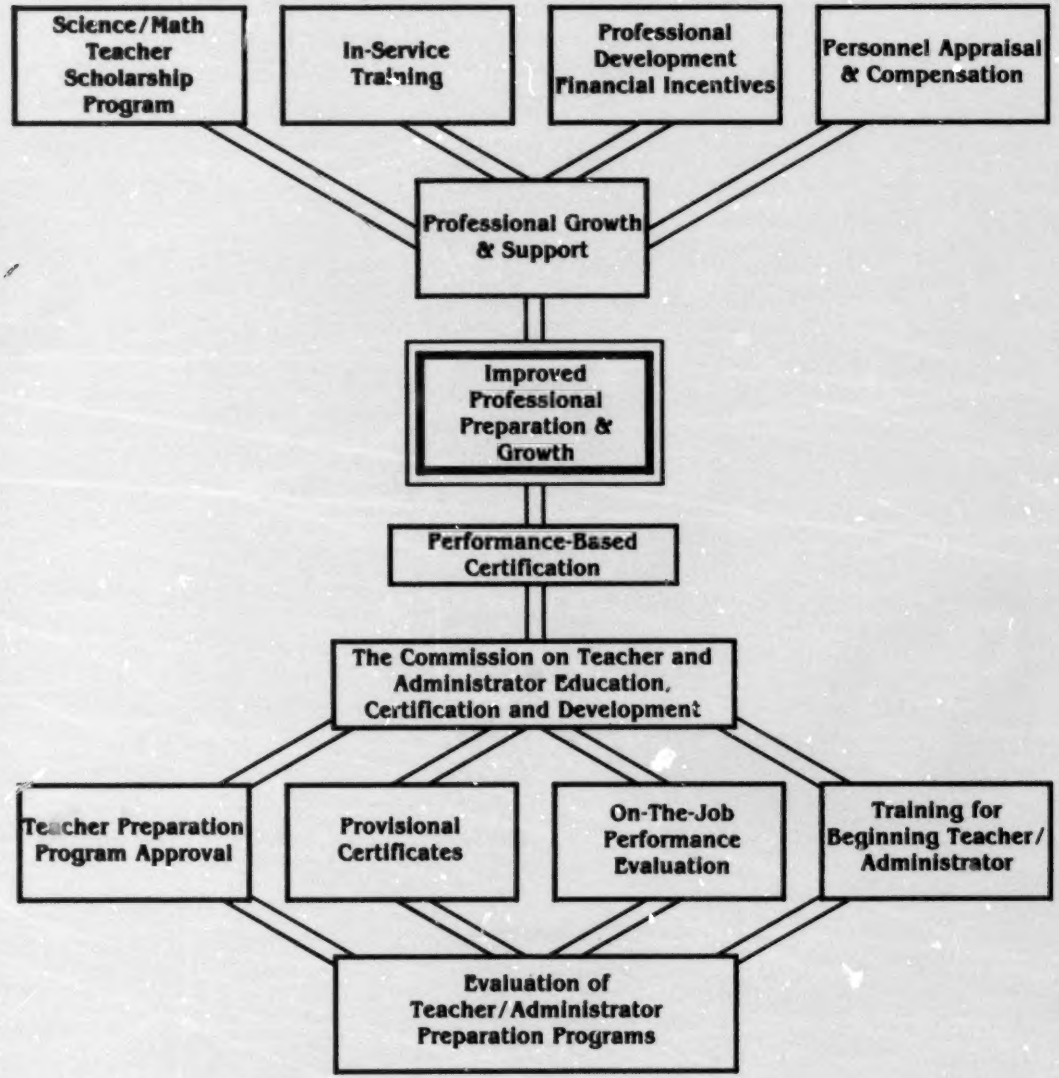
Student Achievement

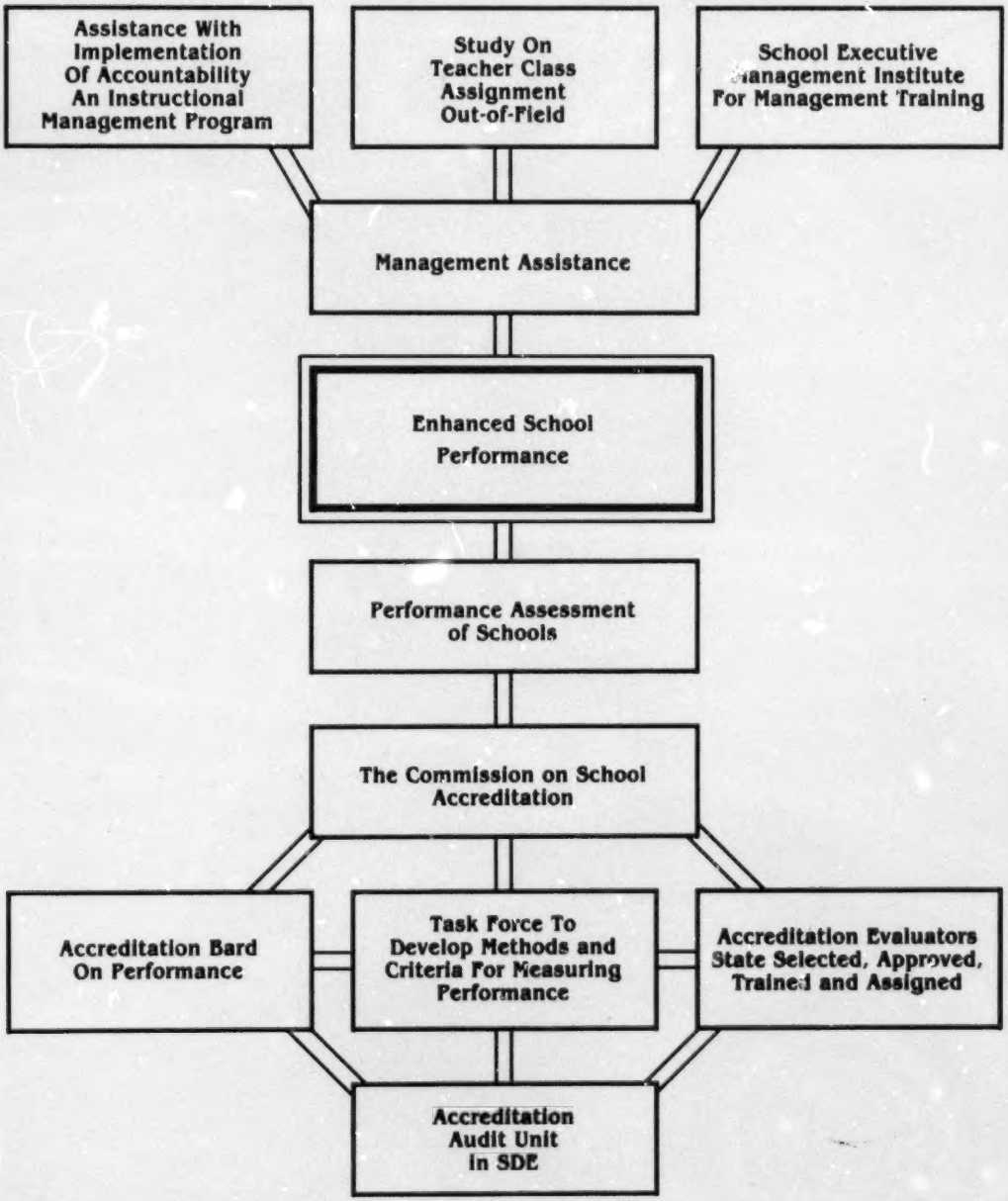


What the Mississippi Education Reform Act is Designed to Achieve

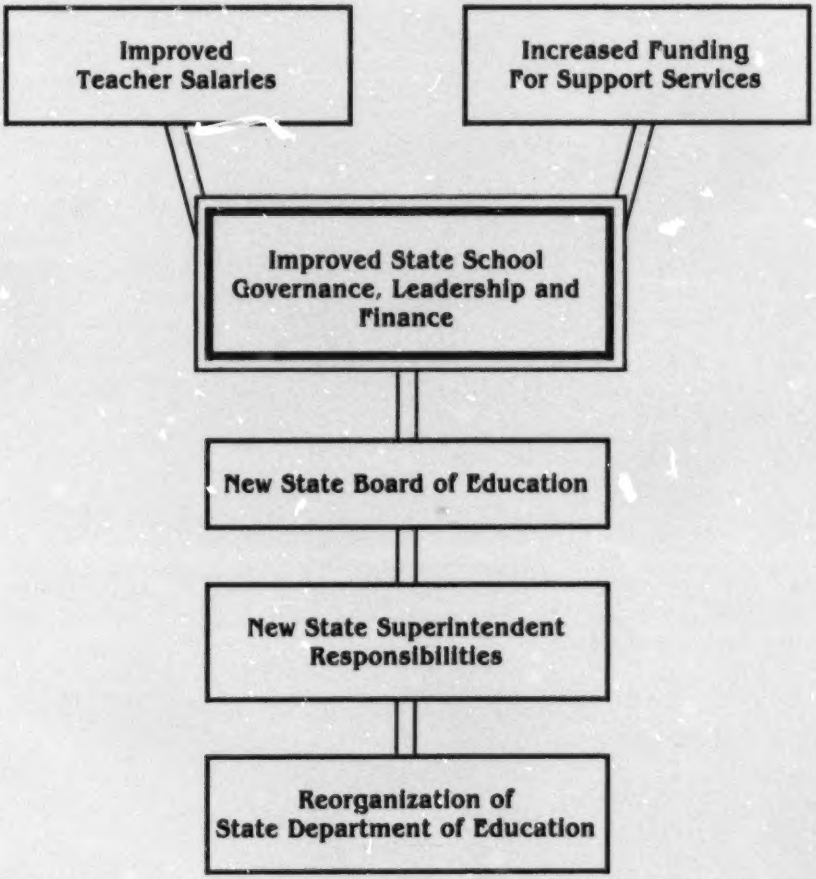

School Performance
Improved Professional Preparation and Growth of School Personnel
Educational Excellence
Improved State Governance, Leadership and Finance
Higher Student Achievement

Preparation and Professional Growth


Science/Math Teacher Scholarship Program
In-Service Training
Professional Development Financial Incentives
Personnel Appraisal & Compensation
Professional Growth & Support
Improved Professional Preparation & Growth
Performance-Based Certification
The Commission on Teacher and Administrator Education, Certification and Development
Teacher Preparation Program Approval
Provisional Certificates
On-The-Job Performance Evaluation
Training for Beginning Teacher/ Administrator
Evaluation of Teacher/Administrator Preparation Programs


Assistance With Implementation Of Accountability An Instructional Management Program
Study On Teacher Class Assignment Out-of-Field
School Executive Management Institute For Management Training
Management Assistance
Enhanced School Performance
Performance Assessment of Schools
The Commission on School Accreditation
Accreditation Bard On Performance
Task Force To Develop Methods and Criteria For Measuring Performance
Accreditation Evaluators State Selected, Approved, Trained and Assigned
Accreditation Audit Unit in SDE

School Governance, Leadership, and Finance


Improved Teacher Salaries
Increased Funding For Support Services
Improved State School Governance, Leadership and Finance
New State Board of Education
New State Superintendent Responsibilities
Reorganization of State Department of Education